

TN POST SECONDARY SURVEY OF EXITING STUDENTS WITH DISABILITIES

(EXIT: MAY 2005 SURVEY: NOVEMBER/DECEMBER 2005)

Across the State 547 exited seniors (or the parent or guardian of a senior) provided information on post secondary education, employment, and independent living activities. This information was collected through a telephone survey conducted by LEA staff approximately 6 to 8 months following student exit from the LEAs.

24 Local Education Agencies (LEAs) provided results for this report. The LEAs who participated were asked to do so as a requirement of the Continuous Improvement Monitoring Process (CIMP) conducted by the Division of Special Education.

POST SECONDARY EDUCATION

44 OF 547 (8%) students were enrolled in a 2 year post secondary school.

42 of 547 (7%) students were enrolled in a 4 year post secondary school.

28 of 547 (5%) were enrolled in a vocational/technical program.

The remaining numbers were minimal and included participation in: GED programs, Apprenticeships, Volunteering, Day Programs, Staying at home-doing nothing, and looking for work with the help of an employment agency.

EMPLOYMENT

Paid job:

304 of 547 (56%) were currently employed in a paid job.

142 of 547 (26%) had been employed *6 months or less* in these paid jobs.

*NOTE: This result was due to the timing of the survey so soon after students had exited LEAs..

Last paying job: (if not employed at the time of survey)

40 of 547 (7%) held their last paying job more than 6 months.

The remainder held their last paying jobs various periods of time from: less than 1 month(2.5%), to 1 to 3 months (4.3%), to 3 to 6 months (6%).

Reasons for leaving last paying jobs included: return to school (main reason), laid off, fired, quit, didn't like the job, better job, too difficult, lack of skills.

INDEPENDENT LIVING ACTIVITIES

343 of 547 (62%) were involved in shopping independently (groceries, clothing, household goods)

284 of 547 (51%) were involved in independent banking and bill paying

298 of 547 (54%) were involved in making appointments independently

336 of 547 (61%) were involved in accessing transportation and driving independently.

THE EFFECTS OF HIGH SCHOOL TRANSITION PLANNING ON POSTSECONDARY ACTIVITIES AND STATUS

NOTE: Completion of this portion of the survey was optional and has fewer responses than the previously summarized sections.

AREA:

Employment: Transition planning positively influenced or enhanced ability to manage postsecondary employment activities (Yes 60 no 31.. = 66% positive)

Postsecondary Education: Transition planning positively influenced enrollment in postsecondary schooling. (Yes 64 no 26 = 71% positive)

Independent/Supported Living: Transition planning positively influenced ability and desire for independent or supported living. (Yes 43 no 56 = 43% positive)

Community Involvement: Transition Planning positively influenced the level of community involvement. (Yes 89 no 10 = 89% positive)

CONCLUSIONS FOR TN - 2005

1. Increase the number of LEAs surveyed and hopefully the number of respondents in order to obtain a broader range of exited student situations.
2. Research with LEAs why a smaller number of students are enrolling in educational institutions after exiting high school.
3. Emphasize in student transition planning the need for and importance of long term employment.
4. Continue to reinforce and build on the positives of independent living activities. These appear to be successful with students in TN.
5. Seek postsecondary information on non disabled students who have exited LEAs in order to make comparisons of the post secondary activities of disabled and non disabled students.